

# OPENING OF WOMEN IN MILITARY SERVICE FOR AMERICA MEMORIAL

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from Florida [Ms. BROWN] is recognized for 5 minutes.

Ms. BROWN of Florida. Mr. Speaker, this past weekend marked the much anticipated opening of the Women in Military Service for America Memorial. This beautiful monument honoring our Nation's women veterans tells an important story of the place of women in the service and protection of our country. I am so proud that so many women from Florida turned out for this big opening. I want to commend Sheila Chamberlain and the Women Veterans Organization for making this happen.

I want to take a moment to briefly highlight the role of women in this Nation's conflicts. We all witnessed the spectacular events in the Persian Gulf war where more than 40,000 women made significant contributions. However, women have served this country in all of its conflicts dating back to the Revolutionary War.

Women were hired in early wars as cooks, seamstresses, scouts, and couriers. Doctor Mary Walker, an Army physician who served during the Civil War, was the first and only woman awarded the Congressional Medal of Honor. The first Army and Navy nurses corps was established during the Spanish-American War after a typhoid fever emergency forced the Army to recruit 1,500 women.

Women were first recruited as members of the Armed Services in World War I, serving in roles ranging from nurses to telephone operators to clerks. More than 350,000 women served in World War II, including the first female officers. More than 200 military women died in action overseas during the Second World War. In Korea, the war which occurred shortly after we fought the war to end all wars, 48,000 women served. And in the Vietnam conflict, 7,500 women served this country in one of its most controversial conflicts.

We can be proud of the women who have served this country so faithfully, making ultimate sacrifices just like their male counterparts. In fact, in early conflicts women served even though they could not vote and before they were allowed to officially enlist in the Armed Services.

Let me repeat that. In fact, in earlier conflicts women served even though they could not vote and before they were allowed to officially enlist in the Armed Services.

Women have many more gains to make in the military, as pilots, ship captains and as leaders of ground forces.

I am glad that they are entering these areas and encourage all to continue making this progress in these new territories for them.

We must keep in mind that in this day and age of the All Volunteer

Armed Forces, we must attract all of our people to serve this country, and this includes women. Women are vital to our Nation's defense, and I am so happy that this memorial was dedicated to all of those who have served. I congratulate all of our women active duty people, women veterans and, under the leadership of General Vaught. I congratulate all those who made this memorial possible.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Missouri [Mr. CLAY] is recognized for 5 minutes.

[Mr. CLAY address the House. His remarks will appear hereafter in the Extensions of Remarks.]

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Florida [Mr. FOLEY] is recognized for 5 minutes.

[Mr. FOLEY address the House. His remarks will appear hereafter in the Extensions of Remarks.]

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New York [Mr. OWENS] is recognized for 5 minutes.

[Mr. OWENS address the House. His remarks will appear hereafter in the Extensions of Remarks.]

## PROPOSAL TO REDUCE QUOTA OF GRAY WHALES

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Washington [Mr. METCALF] is recognized for 5 minutes.

Mr. METCALF. Mr. Speaker, in Monaco today the International Whaling Commission, the IWC adopted a proposal to reduce the quota of gray whales given to Russia from 140 to 124. The quota was originally established for aboriginal groups who had demonstrated a nutritional need for whale products.

The United States intends to take four gray whales from the Russian quota and allocate them for harvest by the Makah tribe in Washington State. However, many delegates to the IWC are now saying that they did not approve the controversial Makah proposal.

Evidently, as I stated on the floor, on the House floor last night, the United States has tried to go through the back door by cutting a deal with the Russians and their quota, because they were facing almost certain defeat if the Makah issue were dealt with on its own merits.

The U.S. delegation leader, Will Martin, stated at a press conference in Monaco that the Makah hunt had been approved. He has since been forced to back away from this statement. This is another example of a misleading statement of fact by the U.S. delegation in Monaco. Throughout this process, they

have relied on strong arm pressure tactics, misleading information and clever propaganda to distort this issue.

The Makah just have not demonstrated and aboriginal subsistence need, which is what the IWC regulations have always required. The Australians have stated that their amendment, which was added to the United States-Russian proposal was added to prevent the Makah allocation, due to a lack of demonstrated subsistence need. The Makah have claimed a cultural need as subsistence.

If accepted, this will now open the door for more quota increases around the world. Japan has already stated the desire to allow four villages on the Taiji peninsula with no subsistence need to be granted a cultural quota. Iceland, Ireland, Norway, China, where will it end?

We will continue to work with the Makah elders through the legal process to prevent this whale hunt. I have already filed a lawsuit challenging the environmental process the administration went through to give support for the Makah proposal. We must prevent this tragic expansion of whaling and mark my words, this is a step into commercial whaling in the continental United States.

In addition, I am aware of questions being asked the Bureau of Indian Affairs to investigate accusations made by the Makah elders who oppose the whale hunt that have alleged that the Makah tribal constitution has been violated.

According to them, major tribal decisions must be ratified by a referendum of the whole tribe. An issue that has attracted the attention of the whole world that will effect greatly every enrolled member of the tribe surely qualifies as a major tribal decision.

It is despicable that a quota for aboriginal whaling that was established using the legal standard of real nutritional subsistence is now being used to sneak past an allocation for the Makah tribe who failed to meet this criteria.

Truly poor aboriginal people are being exploited through the cynical efforts of the official U.S. delegation.

## CHANGE IN ORDER OF TAKING SPECIAL ORDER

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New Jersey [Mr. PAYNE] is recognized for 5 minutes.

Ms. SANCHEZ. Mr. Speaker, I ask unanimous consent to claim the time of the gentleman from New Jersey [Mr. PAYNE].

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

## INTRODUCTION OF SCHOOL CONSTRUCTION LEGISLATION

The SPEAKER pro tempore. Under a previous order of the House, the gentlewoman from California [Ms. SANCHEZ] is recognized for 5 minutes.

Ms. SANCHEZ. Mr. Speaker, I rise today to speak on an issue of national importance that has been ignored by this Congress. Schools across the Nation are bulging at the seams and the Department of Education predicts that overcrowding of America's schools will only worsen over the next decade. Yet school construction was not a part of our budget agreement and it has not been a part of the debate on this floor.

The Secretary of Education recently released a Baby Boom Echo report citing that kindergarten through 12th grade enrollments will be at an all-time high of 53 million this fall. By the year 2007, the number will reach over 54 million. How much longer can we ignore the problem of school overcrowding?

In my county, Orange County, we have one of the youngest populations in the Nation and Orange County schools are perfect examples of how overcrowding can create problems for schools and students across the Nation.

Schools in my congressional district have one of the highest growth rates in the Nation, between 2.4 percent and 5 percent per year.

Each time that I go home to my district, I visit one of those schools. During many of these visits, I have witnessed high schools and junior high classrooms where 50 or 60 or 65 students are crammed into one classroom. I have seen two classes being taught in one room. I have seen too many schools who use portable and temporary structures because they cannot afford to build new ones.

Our kids are not getting the attention they need and their learning is being inhibited. In addition, schools are quickly deteriorating because of extended and increased use.

Local school districts and States have obviously been unable to address school construction needs and, unfortunately, we have not given them an incentive to do so from the Federal level. That is why I have introduced the Expand and Rebuild America's Schools Act, which is a bill that will assist our local education agencies with the financing of school construction bonds.

The Expand and Rebuild America's Schools Act offers a 2-year pilot bond program that local school districts can take advantage of when financing school construction needs. The bonds are interest free. Because the Federal Government will provide a tax credit to lenders in the amount of the interest that would otherwise be paid.

But more importantly, this bill will reward schools that have high standards and that continue to succeed amidst bad conditions.

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This bond program will help those schools that have severe overcrowding problems, illustrated by year-round schedules and the use of these portable classrooms. Qualifying criteria for the program includes high growth rates and high student-teacher ratios.

Finally, this bill allows schools to apply for the program directly through the Department of Education, avoiding any State bureaucracy in funding decisions or program administration.

I hope this Congress will soon realize the importance of education, of our schools, and of our children. Let us make school construction and this bill a priority for our legislative agendas.

#### PUT EDUCATIONAL DOLLARS IN THE CLASSROOMS

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Georgia [Mr. KINGSTON] is recognized for 5 minutes.

Mr. KINGSTON. Mr. Speaker, why are the liberal Washingtonian Democrats so afraid to change public education? Why are they trying to maintain the status quo in public education? What is it that they were afraid of? Are they so in the pockets of the Washington big unions that they are willing to sacrifice America's children to educational mediocrity?

I am a graduate of public schools. I am the son of a teacher and the brother of a teacher. I think it is very important for us to have a strong, dynamic public education system, and that is why I have worked with our conference to try to give public education the schools that they need to prepare our children for the future.

I am appalled by Members of Congress who choose to ignore the global realities of a changing world in order to keep the status quo. Just because Washington bureaucrats do not want to change or improve education does not mean that Congress has to be their lap dog.

Since I graduated from high school in 1973, SAT scores have fallen. On an international basis, American children, compared to Japanese, German and British children, score lower on many of the standardized tests. Public schools are losing students to private schools and religious schools, and home schools are increasing in popularity and numbers.

Public schools, because of this Washington command and control approach, have lost their local flexibility, their local control. They are mired in paperwork and red tape. That is why charter schools have become so popular.

What are charter schools? Charter schools are public schools. They are funded by public tax dollars. But unlike a regular, normal school, a charter school is free of the educational restrictions that the bureaucracy puts on them out of Washington and out of the State capital school boards.

They are so popular that in 1992 there was one charter school in the United States of America. Today there are 1,000, and within the next 3 years there should be another 2,000 to 3,000 charter schools. Again, why are they so popular? Because they have local control.

What is it that teachers and educators are so sick of? I will give my

colleagues an example. A teacher in Camden County in my district was telling me she just returned from a seminar on child sensitivity where they told her, at great expense to the taxpayers, not to hug children, not to be in a room alone with a child, and never to touch a child. And she works in an area where there are lots of broken homes and lots of kids who, Mr. Speaker, frankly, need a hug more than they need an A or an A+. They need a little loving, but we are paying teachers to learn how not to hug children.

Or the teacher in Darien, Georgia, who told me she has to spend 2 to 3 hours each and every week filling out paperwork for the bureaucrats in Atlanta who must send it to their bureaucrat bosses in Washington, D.C., 2 to 3 hours a week, which could be spent helping that marginal student catch up on the algebra or on the chemistry or on the social studies. But it is gone.

Or the mother in Savannah, Georgia, who tells me she no longer goes to PTA meetings because if she comes up with ideas, the teacher may agree or disagree with her, but it does not matter because they cannot change a thing because the teachers' hands have been tied by the bureaucrats, and the bureaucrats' hands at the school board have been tied by the Washington bureaucrats.

People want to return to local control in education. Our schools back home want to be free of Washington command and control bureaucracy, Mr. Speaker, and that is why it is so important that we, as a Congress, keep pushing for local control of education, we keep pushing for flexibility in the classroom, and we keep pushing to put educational dollars in the classroom with the teacher and the student and not the bureaucratic brokers in Washington and the State capitals.

Mr. Speaker, I yield back the balance of my time with a final word; that our public education system is well worth fighting for. Again, I am a graduate of public schools. I believe in them. But I believe we have to allow them the flexibility to be the great institutions which they once were.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Pennsylvania [Mr. FATTAH] is recognized for 5 minutes.

[Mr. FATTAH addressed the House. His remarks will appear hereafter in the Extensions of Remarks.]

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Virginia [Mr. SCOTT] is recognized for 5 minutes.

[Mr. SCOTT addressed the House. His remarks will appear hereafter in the Extensions of Remarks.]

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Tennessee [Mr. FORD] is recognized for 5 minutes.